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ABSTRACT

Written to meet the Peace Corps' need for a coherent policy on the use and dissemination of its core curriculum materials and its need for a comprehensive philosophy, the guide contains the philosophy, goals, and policy for Peace Corps training. The following nine sections are included: (1) executive summary; (2) introduction, which describes the information collected and analyzed to produce the guide and lists major considerations, requirements, and components of a Peace Corps Integrated Training System; (3) the philosophy and goals of Peace Corps training; (4) 12 assumptions that underlie the Peace Corps training philosophy and policy; (5) information on the actual status of training, the assistance requested by field staff, and the use of the core curriculum materials (as revealed by a worldwide study in November 1982); (6) a four-part policy on training; (7) initial steps for implementing this policy; (8) a copy of the field questionnaire on volunteer training used to collect information for the guide; and (9) a copy of the questionnaire given to regional training officers. (CML)

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Peace Corps

AN
INTEGRATED
TRAINING SYSTEM

Policy and Plans

OFFICE OF TRAINING AND PROGRAM SUPPORT

October, 1983

ACKNOWLEDGEMENTS

This document represents months of work and collaboration between the Office of Training and Program Support, the three regions and other headquarters' and overseas staff. A special recognition goes to Linda Spink, Associate Training Specialist/OTAPS who managed the project. We would especially like to thank the Regional Training Officers, Barbara Gardner, Kate Raftery and Bob Taylor, without whom this project could not have succeeded; and Steve Smith, Director of PAMI, and Dick Haag, Evaluation Specialist, for their diligent review and critiques. Many others have participated by reviewing, editing, and typing the many drafts of this document, to each of them goes a special thank you.

The Office of Training and Program Support
October, 1983

AN INTEGRATED TRAINING SYSTEM

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EXECUTIVE SUMMARY

I. The impetus for this position paper is Peace Corps' need for both a coherent policy on the use of the Core Curriculum* materials and a comprehensive plan for its $18,000,000 annual investment in training. This paper sets forth the philosophy, goals, and policy for Peace Corps training.

II. Peace Corps philosophy states that training is:

1. An ongoing process started during staging and continued throughout the Volunteer's service.

2. An integrated process in which no single component is conducted in isolation.

3. A model for Peace Corps' approach to development.

4. Based on clear behavioral objectives.

5. Based on methodologies and techniques that show a respect for each trainee as an adult possessing rich experiences and skills.

Common goals for all Peace Corps training are outlined on pages 3-4.

III. Inherent in this philosophy are major assumptions about training and about Peace Corps' capacity to train. These are outlined on page five.

IV. This section on the Status of Training shows that the field and regional offices support using the Core Curriculum manuals, properly revised and adapted, as a basis for worldwide integrated training. It also concludes that the agency should commit itself to the activities specified for improving and establishing the proposed Integrated Training System.

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* Terminology used in this paper:
The term "core curriculum" refers to: the manuals developed and disseminated by the Peace Corps between 1979 and 1982 (for a complete description see pages 10-12 of the report on "Management of Volunteer Training Before and After 1982"); and b) their use, when suitably revised and adapted to meet local needs, in the proposed Integrated Training System.

V. Peace Corps' training policy should use a world-wide Integrated Training System incorporating content from the Core Curriculum manuals and the principles of adult learning.

The following are the policy guidelines:

1. Each country and Peace Corps headquarters will develop the capacity to design and provide training which is:

   a) Part of a coordinated Integrated Training System serving Volunteers from pre-departure events to close of service.

   b) Made up of integrated components comprising technical, cross cultural and language instruction.

   c) An active, experiential learning process in which trainees and Volunteers gather information and solve problems and in which continual assessments are conducted to determine further training needs.

2. Training goals and standards, established by the Agency Training Group, will be used and expanded by all countries.

3. Technical assistance -- including manuals, workshops and staff training -- will be made available to country staff who are held accountable for implementing this policy.

4. The monitoring, evaluation and sharing of information resulting from this policy's implementation will be a function of the Office of Training and Program Support acting in collaboration with the Agency Training Group. (See the section on Management Structure for the Integrated Training Project for a detailed outline of agency personnel responsibilities).

VI. Eight major steps toward realizing these policy guidelines are described as:

STEP ONE: Revise, expand and translate present training materials. Create the position of Language Training Specialist who will coordinate development of appropriate training materials and guides with selected translations.

STEP TWO: Develop staff training components which introduce new staff to the concepts and requirements of integrated training.

STEP THREE: Prepare guidelines for a standard Statement of Work for training contracts and provide assistance to staff in contract monitoring.

STEP FOUR: Improve the linkage between training events (i.e., between stateside training and in-country training).

STEP FIVE: Increase participation of host country nationals in training events.

STEP SIX: Develop and disseminate a training information management system. Develop, validate and disseminate standards for training and evaluation instruments.

STEP SEVEN: Create a Training Resource Center within the Information Collection and Exchange Unit (ICE) in the Office of Program and Training Support for the collection of training materials.

STEP EIGHT: Provide in-country assistance to familiarize staff with the concepts of integrated training and basic training skills. Provide sub-regional assistance to develop advanced training skills.

I. INTRODUCTION

A major impetus for this position paper is Peace Corps' need for a coherent policy on the use and dissemination of Core Curriculum materials, and its need for a comprehensive training philosophy. In addition, past Volunteer and staff surveys have demonstrated considerable need to improve training materials and to upgrade training skills. To provide a clear context for this policy decision, the following information has been collected and analyzed:

1) The general status of world-wide training and the origins of the Core Curriculum program, as described in the November, 1982 Report on the Management of Volunteer Training Before and After 1982.

2) Data contained in the 1980 Field Staff Survey, the 1981 Volunteer Activity Survey and the 1981 Survey of Language Training.

3) Data collected from a field survey on the status of training and the use of Core Curriculum manuals. This study was started in November, 1982, with a cable to all Peace Corps countries. There was a return rate of 65 percent. In addition to the field responses, the Regional Training Officers provided general training information for each of the responding countries. (See appendix for copies of the two questionnaires.)

4) Information on the dissemination of Core Curriculum training materials and assistance in their usage, gathered from the 26 reports submitted by the University Research Corporation. URC was awarded a 12-month, $350,000 contract to disseminate the Core Curriculum program. The contract expired in November, 1982.

From conversations with the originators of the Core Curriculum materials and in-depth discussions with the Agency Training Group, we have been able to identify major considerations for a Peace Corps Integrated Training System.

The following considerations are of critical importance and in need of immediate attention:

Commitment to Philosophy: All staff and Country Directors need to be informed of, and committed to, an effective training philosophy.

Continuity: In an integrated training program there needs to be a high degree of continuity between training events, particularly in order to provide continuity from staging and/or state-side training to in-country pre-service events, and later to in-service training.

Models: A system model and workshop models for integrated training need to be developed. Current training models and manuals are inadequate.

Adaptation: In order to increase the relevancy of existing manuals and training models for countries with different needs, realistic adaptations must be prepared. There should be vigorous and extensive participation by local staff in preparing these adaptations.

Assessment: Training is a dynamic process; materials and designs need to be continually assessed and revalidated.

Although less urgent, the remaining requirements demand continued attention:

Role Definition: We need to adopt a broader definition of the APCD's role as a training manager and as a catalyst for integrating technical and non-technical training.

Commitment of Resources: The agency must be committed to allocating money and personnel over the next three years in order to establish, improve and institutionalize the Integrated Training System.

Staff Stability: The role and participation of trainers must be stabilized. A higher percentage of key in-country training staff should be host country nationals.

Accountability: With the development of standards and guidelines for training, there need to be appropriate methods for 1) maintaining these standards; 2) monitoring the vital signs of the training; and 3) establishing accountability.

Skills: A significantly high degree of skill in the delivery and management of training is required to successfully design and provide integrated training using the Core Curriculum manuals.

Time: An integrated training program requires more time for adequate planning, preparations and staff training.

The Integrated Training System has three components:

1) Peace Corps Training Policy (this document) which defines Peace Corps Training Philosophy and Goals and sets a plan of action;

2) Minimum Training Standards which sets quality standards for Peace Corps Training; and

3) A review process which monitors quality and identifies needs for assistance.

Together these three documents provide a system for guiding, assessing and modifying Peace Corps Training.

II. PEACE CORPS TRAINING: PHILOSOPHY AND GOALS

Two key considerations for an Integrated Training System are commitment to a philosophy and accountability - which assumes the existence of goals and standards. This section outlines the present Peace Corps training philosophy, its training goals and the assumptions underlying the two.

Peace Corps training philosophy states that training is:

1. An ongoing process started during staging and continued throughout the Volunteer's service, involving Staging, Pre-Service, In-Service and Close-of-Service Training.

2. An integrated process, with no single component conducted in isolation, i.e., technical skills are learned within a cultural context.

3. A model of the development process which promotes self sufficiency, problem analysis, problem solving and critical thinking.

4. Based on clear behavioral objectives, with minimum acceptance levels, which are shared with trainees. The training process includes mechanisms for immediate feedback and evaluation of trainees.

5. Based on methodologies and techniques that show respect for each trainee as an adult possessing varied individual experiences and skills; it builds on these and involves trainees in the learning process.

Even though each country sets program-specific skill-training goals for trainees, there are common goals that Peace Corps has set for all training programs. These goals are best met by determining precisely what skills must be provided and where training can best be provided in a cost-effective manner. Experience has shown that language and cross-cultural training can be most effectively conducted in the country of assignment. Some technical training can be done best in the United States, while other training can be conducted more effectively in-country or in third country training sites.

Peace Corps training goals are:

1. To provide Volunteers and trainees with basic language, technical and cross-cultural skills that allow them to serve effectively as they live and work productively and positively with host country people.

2. To model an approach to development by providing training that encourages critical thinking, creative problem solving, information gathering and analysis, flexibility, patience and self-sufficiency.

3. To develop in trainees and Volunteers strong skills which allow them to function effectively as a consultant - helping others to define and solve problems.

4. To help trainees and Volunteers understand the development process, including the involvement of women in this process.

5. To demonstrate the value and methods of sharing knowledge.

6. To enhance the Volunteer's understanding of how to develop counterpart relationships.

7. To increase the trainee's and Volunteer's knowledge and understanding of the Peace Corps mission and general Peace Corps and country specific policies.

8. To provide trainees and Volunteers with ways to effectively manage the communication process utilizing listening skills, giving and receiving feedback, and non-verbal communication.

9. To provide trainees with effective skills for making a transition to a new culture using observation, information gathering and validation, as well as others' assumptions as they relate to technical work.

10. To provide trainees and Volunteers with skills that enable them to effectively manage loneliness, isolation and stress while also understanding basic nutrition, hygiene and personal health.

11. To assist trainees and Volunteers in understanding their technical assignment, and in developing the skills necessary to perform their jobs.

12. To provide trainees with a clear understanding of what is expected of them as Volunteers; enabling them to set personal and professional goals and to measure their progress in achieving these goals.

13. To assist Volunteers at the close of their service by facilitating their re-entry into the United States.

III. ASSUMPTIONS UNDERLYING THE PEACE CORPS TRAINING PHILOSOPHY AND POLICY

Inherent in the outlined philosophy are major assumptions about Peace Corps training. This section will discuss these assumptions, which are stated as ideals towards which Peace Corps will strive, and how they influence the policy recommendations.

1. Quality world-wide training requires:

   - a shared philosophy and policy,
   - a common, minimum set of standards and appropriate evaluation instruments, and
   - sufficient central management structure to support, maintain and monitor delivery.

2. Since training is a dynamic process, dependent on many variables, continual assessments and revisions are needed.

   Discussion: Countries, at any given time, have varying capacities for in-country training due to continual changes in personnel. Continuity in the designs, procedures and measurement of training outcomes will help ensure a consistently high quality in training. Assessment procedures are needed to help improve training.

3. Each country has a staff member who is knowledgable about and responsible for training.

   Discussion: Each country is responsible for providing its own training or for monitoring contractors who provide the training. Each country must, therefore, have at least one staff person who is knowledgeable about and responsible for training and for providing consistency from one training event to another.

4. Peace Corps has or can enhance trainers' capacity to deliver integrated training programs.

   Discussion: Staff members involved in training possess varying degrees of knowledge and skills in training. Knowledge and skills can be increased through in-service staff training and workshops. With adequate time and training resources, committed staff can learn to become qualified trainers.

5. There is a dependent relationship between programming and training.

   Discussion: Sound training is based on the specifics of a given program. Skills necessary to perform the job

should be accurately outlined in the job description and project summary. In turn, a good training program will provide a country with skilled Volunteers who will make a meaningful contribution to the country's development.

6. Staff members know what should be included in Volunteer training.

   Discussion: Peace Corps has benefited from years of experience in training Volunteers. Utilizing efforts to improve new training, to organize better programming, and to analyze the constant input from returning Volunteers, Peace Corps knows what is necessary to serve effectively in a country.

7. Volunteer learning is a measurable item.

   Discussion: Preparing a training program in behavioral terms allows both staff and Volunteers to measure training progress towards stated goals.

8. The adult learning methodologies and techniques used in the integrated training model are ideally suited to achieving Peace Corps training goals.

   Discussion: As adults, Volunteers bring to their service varied backgrounds, education and work experience. Adult learning methodologies enable us to respect them as individuals while improving their skills. Volunteers are expected to solve problems and work independently, to continue their learning throughout their service and to help host country counterparts become more self-reliant. Volunteers must be skilled at actively seeking the knowledge that they will need to work effectively.

9. Peace Corps training models a specific approach to development.

   Discussion: We know that Volunteers will teach and transfer skills following the manner in which they were trained. Training Volunteers to be self-reliant will help them to help others to become more self-reliant. Peace Corps' emphasis on training in the local language and posting Volunteers at the village level demonstrates its commitment to working with the poorest of the poor.

10. Training is a continuous process.

    Discussion: A Volunteer must learn an enormous amount of information involving new languages, technical skills

and new cultural patterns. Due to the limitations of pre-service training and the fact that some training is more relevant later in the Volunteer's service, training must take place throughout the Volunteer's service. Concentrating the major portion of training resources during the first two months of in-country experience risks the loss of other rich opportunities for language and skill acquisition.

11. There is continuity throughout the various training events.

    Discussion: In order to build from one learning experience to another there must be consistency in training goals and measurement of performance standards. Staff responsible for training need not necessarily be the same for different training events if the goals of training are consistent and training standards are applied to all trainees.

12. Training involves a qualification process; everyone interested in Peace Corps does not automatically qualify for service.

    Discussion: Peace Corps service requires certain skills and strengths. The resources available for training are limited. Trainees must demonstrate that they possess the needed skills or can increase their skills within a short period of training. Training staff should do everything possible to help all trainees qualify, however, trainees have to take the responsibility for their learning.

IV. STATUS OF TRAINING

Previous sections outlined the ideals for Peace Corps training. This section outlines the actual status of training, the assistance as requested by the field staff and the use of the Core Curriculum manuals. The results discussed come from a two-part, world-wide study conducted in November, 1982. The first part was a questionnaire cabled to field offices requesting specific information, not available through Washington sources, on their training programs and needs. The second part consisted of a short questionnaire, completed by the Regional Training Officers, on the general training situations in each of the responding countries. The results were analyzed and a summary of this information follows.

General Training Issues

The Regional Training Officers answered questions about general training issues for each of the 33 countries who participated in the study. This section summarizes their responses.

Of the countries participating in the study 20 percent have Foreign Service Nationals supervising training; 35 percent have Foreign Service Reserves supervising training; and 45 percent have no permanent position for the supervision of training. Among countries with no permanent position, training responsibility was provided almost exclusively by personal service contractors (93 percent).

A trend may exist between the lack of permanent training positions and the absence of standardized training plans. Of those countries with no permanent position, or where FSN's serve as training officers, the regions report that 57 percent also have no standard training plan. (See Table 1)

Table 1

Percent of Countries having Standardized Training Plans by Training Position

Type of Training Position	Percent of Country without Training Plan
1) Foreign Service National	57%
2) Foreign Service Reserve	27%
3) No Permanent Position	57%

Country Information on General Training Issues

As part of the study on the status of training, a cable was sent to all Peace Corps countries asking specific questions about their training programs and their use of the Core Curriculum manuals. Thirty-three countries responded to the questionnaire (a response rate of 65 percent).

In a question, country staff were asked to rate Volunteer's abilities (compared to the ideal where 1=very low, and 7=very high) in nine areas. As shown in Table 2 below, Volunteers were rated highest in their "technical skill" and lowest in the "understanding of development".

Table 2

Average Rating of PCVs by Staff

Ability Areas	Average Rating
Technical Skill Level	5.2
Ability to Adapt to Cross-Cultural Situtations	5.1
Ability to Decide to Swear-in	5.0
Ability to Cope with Stress	4.9
Ability to Maintain their Health	4.8
Understanting of P.C. Policy	4.7
Ability to Communicate in Local Language	4.6
Ability to "Help" People as a PCV	4.5
Understanding of Development in the Third World	4.2

Country Information on the Core Curriculum Manuals

The countries responded to specific questions on their use of the Core Curriculum manuals, the Core Curriculum's appropriateness, and problem areas. Their responses are summarized below.

Awareness and Appropriateness: The goals for the Core Curriculum were first sent to the field in December, 1980. 73 percent of the respondents indicated that today they have that goal statement in hand. 91 percent of those who have them report them as being appropriate to their training, while only 9 percent reported them as not appropriate with no further explanation.

Usage: When asked if they used "experiential learning" in their pre-service training, 94 percent of the countries answered affirmatively. The percentage dropped slightly for in-service training, 76 percent. This parallels the regional assessment of the use of experiential methodology. The Regional Training Officers estimated that about 60 percent of training -- cross-cultural, language and technical -- was experiential as opposed to lecture-based.

The following table displays the extent to which field staff said they used individual Core Curriculum manuals.

Table 3

Field Use of Individual Core Curriculum Manuals

Title of Manual	Countries
Role of Volunteer in Development	82%
Cross Cultural	81%
Women in Development	58%
Close of Service	52%
In-Service	36%
Basic Health	30%

When asked whether an adaptation of the materials had been prepared, 93 percent responded positively. Most of the adaptations were done by the training staff (42 percent) or APCDs (18 percent).

Countries felt that various types of assistance were valuable in the delivery of integrated training. Table 4 reports how the field rated the helpfulness of various types of assistance.

Table 4

Percentage of Countries Rating Assistance Helpful*

Type of Assistance	Percent of Countries
Core Curriculum Manuals	70%
Individual Trainers Skill	46%
Training of Trainers Workshops	45%
Training of Users Workshops	33%
In-country Consultants	30%
Training of Managers Workshops	18%
Technical Manuals	18%
Other	18%

The most frequently cited impediments to providing an integrated training program were as follows:

Table 5

Percentage of Countries Citing Impediments* to Training

Type of Impediment*	Percent of Countries
Trainer's Skill level	39%
Format of Core Manuals	33%
Staff Turnover	30%
Terminology in Manuals	27%
Means of Sharing Information	27%
Other	27%

* Countries were not limited to one choice, therefore percentage equals more than 100%.

Staff Skills: Problems arose when the countries described staff skills and staff turnover relative to the delivery of integrated training. One quarter of the countries who found the goals in the Core Curriculum to be clear and appropriate did not have a staff member who attended a training workshop or Training of Trainers (TOT) and who would be participating in the next in-country training event. This is only a slight improvement over the staffing pattern for their last training event (30 percent of the countries reported they had no staff member who participated in a training workshop or TOT in their last in-country training event).

Request for Assistance: Countries were asked to identify what training assistance they would like to request. The most commonly requested types of assistance are listed in Table 6.

Table 6

Assistance Requested by Countries*

Type of Assistance	Percent of Countries
Upgrading Training Skills	70%
Training Methodology	55%
Evaluating Trainers' Skill	55%
Adapting Materials	52%
Designing Materials	45%
Monitoring Contractors	27%
Other	30%

Field Recommendations: Most of the recommendations for the next step in the Core Curriculum program fell into the following categories:

1) revision of the Core Curriculum manuals,
2) in-country workshops and advanced workshops,
3) translation of materials,
4) language methodologies and materials development, and
5) workshops for all training officers to bring them up-to-date on the training plan.

This review of the current status of training (as compared to the ideal), indicates a need for policy decisions regarding Peace Corps training. The following two sections outline a policy for an Integrated Training System and the steps for implementing this policy.

* Countries were not limited to one choice, therefore percentage equals more than 100%.

V. PEACE CORPS POLICY ON TRAINING

The Peace Corps will adopt a world-wide integrated training system which incorporates the content from the Core Curriculum and is based on principles of adult learning.

The following are the policy guidelines:

1. Each country and Peace Corps headquarters will develop the capacity to design and provide training which is:

   a) Part of a systematic integrated training strategy serving trainees from their pre-departure event to close-of-service;

   b) Made up of interrelated components comprising technical, cross-cultural and language instruction; and

   c) An active, experiential learning process in which trainees and Volunteers gather information and solve problems and in which continual assessments are conducted to determine further training needs. Behavioral objectives are used.

2. Training goals and miminum standards, established by the Agency Training Group, will be used and expanded by all countries.

3. Technical assistance, including manuals, workshops and staff training, will be made available to country staff who are held accountable for implementing this policy.

4. The monitoring, evaluation and sharing of information resulting from this policy's implementation should be a function of the Office of Training and Program Support acting in collaboration with the Agency Training Group.

VI. INITIAL STEPS FOR IMPLEMENTING THIS POLICY

Since some countries have a greater capacity than others to provide integrated training, different kinds of technical assistance must be provided in order to achieve policy goals and avoid duplication of effort. A range of assistance will be available to countries based on their respective needs and demonstrated commitment to integrated training. The assistance described below is presented as separate steps. In practice, a different sequencing of steps will be used as best fits each country's need.

Implementation of the policy requires a management structure to oversee the development of the needed assistance. Many agency offices and personnel will be involved. The individuals have been identified in the Management Responsibilities section [for each activity.]

STEP ONE: Training Materials

Assistance in providing appropriate training materials -- consistent with the Peace Corps training philosophy and goals -- to country staff. (Addresses Policy Guideline 3.)

Activity 1.1: Revise and edit the existing core curriculum manuals to effect the following changes:

a. Remove inappropriate language (jargon) and repetitiveness;

b. Reorganize the flow of content and provide consistency of format;

c. Restructure time elements for sessions;

d. Increase the variety of training methodologies and designs which are recommended and demonstrated in the manuals;

e. Demonstrate, through the use of models, how to integrate training components; and

f. Develop sessions on counterpart relationships, project management and Volunteer professionalism.

Management Responsibilities: The Project Manager for Integrated Training will hire needed personnel and work with the country staff in this task.

Activity 1.2: Develop a Trainers Resource Guide, to accompany the training manuals, including:

a. Peace Corps Training Philosophy and Goals;

b. Models showing how to integrate and use existing training materials;

c. Methods on how to adapt existing materials and design new materials;

d. Methods on administering a training program;

e. Guidelines for contract management.

Management Responsibilities: The Office of Training and Program Support will work with the Agency Training Group.

Activity 1.3: Create the position of Language Training Specialist, under the Office of Training and Program Support, responsible for the following:

a. Overseeing the development of language methodologies that are consistant with the Peace Corps training philosophy and goals;

b. Provide in-country assistance in developing local materials;

c. Conduct Washington and field-based seminars on the development of language methodologies and materials;

d. Follow up on ETS study on appropriate testing methodology;

e. Translate revised and selected training materials into French and Spanish.

Timing: This position will be filled during fourth quarter FY 84.

Management Responsibilities: The Language Training Specialist will work out of the Office of Training and Program Support.

STEP TWO: New Staff Training

Assistance will be directed towards new staff and will take place during their initial staff training. The purpose is to equip all new staff with an understanding of the requirements and concepts of an integrated training approach, Peace Corps training

philosophy and goals, basics in design, and requisite management techniques. (Addresses Policy Guidelines 1 and 3).

Activity 2.1: Develop and provide pre-service staff training component(s) covering: the Peace Corps training philosophy and goals, basic design and management issues, and concepts of using an integrated training approach. Recognizing that some staff positions include more training responsibilities, "advanced track modules" may be developed for the PTOs.

Timing: This step will take place simultaneously with STEP ONE and is aimed at immediately preparing all new staff.

Management Responsibilities: The Project Manager will work with the Director of Staff Training.

STEP THREE: Working with Contractors

Assistance will be directed towards contractors and staff who monitor contracts. The purpose is to 1) provide guidelines for Statements of Work which include information on the Peace Corps training philosophy and goals and the standards for training, and 2) provide assistance to staff in monitoring contractor performance. (Addresses Policy Guidelines 2 and 4).

ACTIVITY 3.1: Develop guidelines for standard Statements of Work for training contracts.

Timing: The Agency Training Contracts Review Panel, headed by the Office of Training and Program Support, has begun working in this area. Their work will be completed in FY 84.

Management Responsibilities: Agency Contract Review Panel.

Activity 3.2: Develop and offer to both headquarters and overseas staff, a seminar on writing Statements of Work, working with contractors and monitoring contract performance.

Timing: This activity can be started immediately upon completion of the training standards, as established by the Agency Training Group.

Management Responsibilities: The Office of Training and Program Support in cooperation with the Contract Review Panel.

STEP FOUR: Linking Stateside with In-Country Training

Assistance during this step will be directed towards improving the linkage between training events, i.e. communication and continuity between staging events and/or stateside training and the pre-service training events held in-country. (Addresses Policy Guideline 1).

Activity 4.1: Develop and implement a protocol for communicating to in-country training staff the 1) goals, 2) designs, 3) materials used during the staging and/or stateside training event, and 4) resulting information on trainees. Appropriate lead time must be provided. Whenever possible an effort will be made to include field staff members in those staging events.

Timing: This would be started immediately upon approval of the policy.

Management Responsibilities: Each region will be responsible for region specific material. The Agency Training Group will assist in providing a generic structure.

STEP FIVE: Host Country Participation

Assistance will be directed to countries wishing to increase HCN participation in and long-term availability for training. The purpose is to increase stability in training programs through the increased involvement of permanent HCN trainers. (Addresses Policy Guideline 1).

Activity 5.1: Increase mechanisms that would allow HCNs to participate in various training workshops.

Management Responsibilities: To be administered by the Program Manager.

Activity 5.2: Develop guidelines for linking HCNs with the activities of Peace Corps and various PVOs in-country. This will enhance the training and experiences of HCNs and provide more stable employment which would include working on PC training.

STEP SIX: Monitoring Training and Information

Assistance will be directed to country and regional training offices. The purpose is to assist in monitoring training. (Addresses Policy Guideline 4)

Activity 6.1: Develop, validate and disseminate standards for training and appropriate evaluation instruments.

Timing: This activity will start immediately.

Management Responsibilities: The Project Manager will work with the Agency Training Group.

Activity 6.2: Develop a system for managing information on Integrated Training on a world-wide basis.

Timing: Same as above.

Management Responsibilities: The Project Manager will work with the Agency Training Group and PAMI.

STEP SEVEN: Training Resource Center

Assistance will be directed towards the country and headquarters staff, the purpose being the systematic collection of training-related resource materials.

Activity 7.1: In conjunction with ICE, establish a Training Resource Center, develop criteria for inclusion of training materials and develop a system to disseminate appropriate information.

Timing: This activity will start immediately.

Management Responsibilities: The Office of Training and Program Support.

STEP EIGHT: Contingent Assistance

Assistance, which can only be specified as the integrated training program develops, will be made available. These are provided for as contingency activities.

Activity 8.1: Provide Training of Managers Workshop for staff members responsible for management of training.

Management Responsibilities: To be coordinated with requesting region or office and Office of Training and Program Support.

Management Structure for the Integrated Training Project

Implementation of these activities will be the joint responsibilities of several offices. The ultimate accountability rests with the Office of Training and Program Support (OTAPS). OTAPS will act in consultation with the Agency Training Group and other individuals who have expertise in one of the project activities.

Resources available will include a budget with which to purchase technical skills, materials, travel, etc. Indirect resources for implementing these activities include the experiences, personnel and budgets of the regions.

As noted, the project involves numerous agency personnel. The following summarizes their roles and areas of responsibility:

OTAPS Staff Responsibility:

- Final responsibility for policy implementation.
- Provides management with data on compliance with world-wide standards.
- Development of Trainers' Resource Guide.
- Establishes the Training Resource Center.

Project Manager Responsibility:

- Provides the project with leadership, executive direction and administration of activities and budget. The Project Manager coordinates the world-wide project activities with regional needs.
- Works with the regions and countries to identify needed assistance.
- Organizes technical assistance in the form of specific services and workshops.
- Defines and oversees the development of staff training component(s) on integrated training with the Director of Staff Training.
- Works with PAMI to design information management systems and evaluation tools.
- Manages the development of guidelines for seminars on working with contractors.

- Administers funds to be used in assisting countries to increase HCN participation.

- Defines, negotiates and monitors all contracts (except language services) for consultant services and the development of materials.

Language Training Specialist Responsibilities: (New Position)

- Works with the regions and countries to identify the need for assistance.

- Oversees the development of world-wide and local language methodologies and materials.

- Provides technical aid to countries in the area of language training.

- Defines, negotiates and monitors contracts for language services.

Agency Training Group Responsibilities: (Regional Training Officers, Representative for Management, Staff Training Director, Representative for Staging, and Office of Training and Program Support):

- Advisory role on training issues, development of world-wide standards, and development and use of evaluation tools.

- Reviews, as a peer group, compliance with world-wide and local standards, and recommends appropriate action.

Regional Training Officer Responsibilities:

- Works with OTAPS and Agency Training Group to establish minimum world-wide training standards.

- Works with Country Directors to establish local standards.

- Works with Agency Training Group to develop a mechanism with which each country can document individual training programs and demonstrate compliance with standards.

- Develops guidelines for involving HCNs in a training network.

- Regularly reviews country reports and evaluations to identify those in need of assistance; prioritizes regional needs for project assistance.

- Informs Agency Training Group of evaluation results and exceptions to standards.

Country Director Responsibilities:

- Requests assistance in order to provide integrated training.

- Ensures compliance with minimum standards set by the Agency Training Group, as well as local standards for each training event.

- Documents each training program using the mechanisms developed by the regions and Agency Training Group.

Field questionnaire on Volunteer Training

Western Union International Telex

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PEACECO M066354

TO: ALL PEACE CORPS POSTS
TO: PEACE CORPS/APIA NANEAP NO. 176
TO: PEACE CORPS/HONIARA NANEAP NO. 053
TO: PEACE CORPS/NUKU-ALOFA NANEAP NO. 067

FROM: WILLIAM DAWSON, DIRECTOR OTMC 11/15/82

REF: TRAINING

THIS IS THE SECOND OF TWO CABLES REQUESTING COUNTRY SPECIFIC INFORMATION. RESPONSES WILL GUIDE OUR FOLLOW-UP ON FORWARD PLAN INITIATIVES FOR PROGRAMMING AND TRAINING.

I. TO CONTINUE BUILDING IN-COUNTRY TRAINING CAPACITY AND OUTLINE FUTURE DIRECTION OF WORLD-WIDE TRAINING, STATUS OF VOLUNTEER TRAINING AND CORE CURRICULUM PROJECT IS BEING REVIEWED BY AGENCY TRAINING GROUP INCLUDING REGIONS, MANAGEMENT, OPD, STAGING AND OTMC. OFFICE OF TRAINING MANAGEMENT COORDINATION WILL REVIEW RESPONSES TO THIS CABLE, FIELD REPORTS AND REPORTS AVAILABLE IN WASHINGTON (UNIVERSITY RESEARCH CORPORATION REPORTS).

II. PLEASE CABLE RESPONSED TO QUESTIONS LISTED BELOW. YOUR COMMENTS WILL HELP US UNDERSTAND CURRENT TRAINING AND FOCUS OUR ATTENTION ON FIELD CONCERNS. MANY RELATED TRAINING ISSUES ARE NOT ADDRESSED IN THIS CABLE SUCH AS LANGUAGE TRAINING SITUATION BUT MAY BE INCLUDED IN FUTURE REVIEWS.

III. FOLLOWING CONSTITUTE STEPS TAKEN TO DATE IN CORE CURRICULUM PROJECT: 1. DISTRIBUTED TRAINING GOALS IDENTIFYING WHAT ALL VOLUNTEERS SHOULD KNOW AND BE ABLE TO DO.

2. DEVELOPED SIX GENERIC MANUALS COVERING MOST GOALS WITH THE INTENSION OF BEING WORKING RESOURCE MATERIALS FOR ADAPTATION AND USE IN-COUNTRY. MATERIALS PARTICULAR TO PROGRAM OR COUNTRY OPERATIONS WERE LEFT FOR INDIVIDUAL COUNTRY DEVELOPMENT.

3. DEVELOPED SEVERAL TECHNICAL MANUALS TO AID TECHNICAL TRAINING USING AN INTEGRATED EXPERIENTIAL LEARNING MODEL.

4. DISSEMINATION BEGUN LATE 1981 VIA A CONTRACT WITH THE UNIVERSITY RESEARCH CORPORATION (URC) TO PUT INTEGRATED TRAINING SYSTEM IN PLACE. STRAGLTY INVOLVED:
- INTRODUCING TRAINING MANAGERS TO MANAGEMENT IMPLICATIONS OF RUNNING INTEGRATED TRAINING PROGRAM,
- TRAINING THOSE WHO DELIVER TRAINING WITH CORE MATERIALS,
- PROVIDING TECHNICAL ASSISTANCE FOLLOW-UP TO SELECTED COUNTRIES,
- PILOT TESTING INTEGRATED TRAINING WITH CORE MATERIALS AND METHODOLOGY.

5. CORE PROJECT INTEGRATES TRAINING AND USES EXPERIENTIAL LEARNING GIVING TRAINEES GOAL RELATED EXPERIENCES AND OPPORTUNITY TO REFLECT ON EXPERIENCES AND TO USE RESULTING NEW INFORMATION.

IV. PLEASE ANSWER FOLLOWING QUESTIONS ABOUT YOUR LAST TRAINING PROGRAM. IF CONTRACTOR PROVIDED YOUR TRAINING PROGRAM, PLEASE HAVE CONTRACTOR COLLABORATE AS APPROPRIATE IN PREPARING ANSWERS, OTHERWISE, PLEASE HAVE PERSON MOST CLOSELY ASSOCIATED WITH TRAINING COMPLETE QUESTIONNAIRE. MOST INFORMATION SOUGHT IS NOT AVAILABLE IN WASHINGTON. QUESTIONS MAY SEEM TO DUPLICATE INFORMATION THAT SOME OF YOU HAVE PROVIDED TO URC DURING THEIR STUDY. WE WANT TO CORRELATE AND VALIDATE SOME OF URC'S RECOMMENDATIONS.

V. QUESTIONS ABOUT THE CORE PROGRAM:
1. DO YOU HAVE FOUR PAGE DESCRIPTION OF CORE GOALS DATED DEC. 1980?

2. ARE GOALS CLEAR? YES/NO IF NO, PLEASE COMMENT ON HOW THEY COULD BE MADE CLEARER.

3. ARE GOALS APPROPRIATE FOR YOUR TRAINING? YES/NO

4. DO YOU USE EXPERIENTIAL LEARNING IN YOUR PST? YES/NO IN YOUR IST? YES/NO

5. HOW MANY P.C. STAFF, WHO WILL PARTICIPATE NEXT TRAINING PROGRAM HAVE ATTENED A CORE WORKSHOP, I.E. TRAINING OF USERS (TOU)?

6. HOW MANY P.C. STAFF, WHO PARTICIPATED LAST TRAINING PROGRAM, ATTENDED A CORE WORKSHOP?

7. HAVE STAFF MEMBER(S) WHO ATTENDED WORKSHOPS BEEN ABLE TO TRANSFER TO OTHER STAFF THE KNOWLEDGE AND SKILLS THEY GAINED? YES/NO IF YES, HOW DID THEY ACCOMPLISH TRANSFER?

8. WHICH CORE MANUALS HAVE YOU USED?

9. HAVE YOU BEEN ABLE TO MODIFY MATERIALS/ADAPT METHODOLOGY FOR LOCAL USE? YES/NO IF YES, WHO PREPARED THE MODIFICATIONS?

10. A. IF YOU USE AN INTEGRATED TRAINING MODEL, PLEAE INDICATE WHICH OF FOLLOWING HAVE BEEN MOST HELPFUL IN ESTABLISHING INTEGRATED TRAINING PROGRAM.
A. IN-COUNTRY CONSULTATION
B. WORKSHOPS FOR TRAINING OF TRAINER (TOT)
C. WORKSHOPS FOR TRAINING OF USERS (TOU)
D. WORKSHOPS FOR TRAINING MANAGERS (EXAMINING IMPLICATIONS FOR INTEGRATED TRAINING)
E. CORE MANUALS (PLEAE SPECIFY WHICH ONES)
F. TECHNICAL MATERIALS
G. TRAINERS SKILL LEVELS
H. OTHER (PLEASE SPECIFY)

10. B. PLEASE INDICATE WHICH OF THE FOLLOWING HAVE BEEN IMPEDIMENTS:
A. EXPLANATIONS OF CORE PROGRAM AND ITS INTRODUCTION.
B. TERMINOLOGY USED IN MANUALS AND IN WORKSHOPS
C. FORMAT OF MANUALS.
D. MEANS FOR DISCUSSING AND EXPLORING PROGRAM WITH OTHERS
E. STAFF TURNOVER
F. TRAINERS SKILL LEVELS AND EXPERIENCE
G. OTHER (PLEASE SPECIFY)

11. A. RATE PCVS IN YOUR COUNTRY COMPARED TO IDEAL (WHAT IS NEEDED FOR PCVS TO SERVE WELL) FOR THE FOLLOWING WHERE 1 IS VERY LOW, 4 AVERAGE, 7 VERY HIGH)
A. UNDERSTANDING OF PEACE CORPS POLICIES
B. ABILITY TO ADAPT CULTURAL SITUATIONS
C. ABILITY TO 'HELP' PEOPLE AS A PCV
D. UNDERSTANDING OF DEVELOPMENT PROCESS IN THIRD WORLD.
E. ABILITY TO COPE WITH STRESS IN A NEW CULTURE.
F. ABILITY TO MAINTAIN THEIR HEALTH NEEDS
G. DEGREE TO WHICH THEY MAKE GOOD DECISION TO SWEAR-IN AS PCVS AT END OF TRAINING.
H. TECHNICAL SKILL LEVEL.
I. ABILITY TO COMMUNICATE IN LOCAL LANGUAGE.

11. B. WHAT OTHER CHARACTERISTICS AND SKILLS ARE NEEDED?

12. PLEASE INDICATE:
A. WHO SELECTS TRAINING STAFF?
B. WHAT CRITERIA ARE USED?
C. WHO EVALUATES TRAINEES?
D. WHAT STANDARDS/CRITERIA ARE THE EVALUATIONS BASED ON?

13. PLEASE STATE WHAT YOU RECOMMEND AS FOLLOW-UP STEPS FOR CORE CURRICULUM PROJECT FOR NEXT YEAR.

14. IN WHICH AREAS OF TRAINING WOULD YOU LIKE MORE INFORMATION AND ASSISTANCE:
A. TRAINING DESIGN
B. TRAINING METHODOLOGY
C. CONTRACT MONITORING AND EVALUATION
D. ADAPTATION OF EXISTING MATERIALS
E. UP-GRADING TRAINER SKILLS
F. EVALUATION OF TRAINERS.
G. OTHER (PLEASE SPECIFY)

15. PLEASE INDICATE WHO PREPARED ANSWERS TO THIS QUESTIONNAIRE, ALONG WITH THEIR RESPONSIBILITY FOR TRAINING.

IV. THANKS FOR RESPONDING TO QUESTIONS. APPRECIATE ADDITIONAL COMMENTS AND SUGGESTIONS ABOUT TRAINING OR THIS QUESTIONNAIRE. PLEASE CABLE RESPONSES BILL DAWSON, OFFICE OF TRAINING MANAGEMENT, AND COPY REGIONAL DESK AND TRAINING OFFICERS, BEFORE DEC. 8, 1987.END

Western Union International Telex

Survey Given to Regional Training Officers

Introduction

The following information is to be used in the research project on the Status of Training and the use of Core Curriculum manuals. Before we can ask the field about the Core Curriculum, we need to have an understanding of the status of training. These questions will help put the field's responses into a proper perspective.

Please answer the following questions as completely as you can on a country-by-country basis.

1. Which of your countries have a permanent Peace Corps position for the supervision of training? Is this person an FSR or FSN?

2. For the countries without a permanent position, who carries the responsibility for training?

   a. Is is a shared responsibility among the Peace Corps staff?
   b. Is it contracted to a PSC?
   c. Is it contracted to a private contractor?
   d. Other (please specify)

3. What percentage of staff time spent on training is given to working with the contractor? (Applicable only if a contractor provides your training programs)

4. Do you use a standardized set of plans, procedures and policies in your training programs? If yes, are there copies available here in Washington?

5. For each of the three major content areas, Cross-Cultural, Language and Technical, please indicate what percentage of the training is experiential and what percentage is lecture-based.

6. Please indicate what percentage of trainees receive Stateside training.

7. What percentage of trainees go through a CAST?

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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COSTA RICA
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DOMINICAN REPUBLIC
Apartado Postal
1412
Santo Domingo

EASTERN CARRIBBEAN
Including: Antigua,
Barbados, Grenada,
Montserrat, St.
Kitts-Nevis, St.
Lucia, St. Vincent,
Dominica "Erin
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